

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southbourne Junior School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	22% (up 3% from previous year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) This is a 4-year plan due Covid lockdowns that delayed the progress of some actions.	2019/20 2020/21 2021/22 2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Louise Gasser
Pupil premium lead	Karen Lowrey
Governor / Trustee lead	Andrea Nemes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,419
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,136
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,555

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium at Southbourne Junior School

At Southbourne Juniors we believe in nurturing ALL our pupils in their journey to achieve their full and unique potential. Our Pupil Premium strategy sits at the heart of our whole school ethos and is aligned to the School Development Plan to ensure a strategic approach.

Our ultimate objectives are:

- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils to make progress in line with or exceeding the nationally expected progress rates for disadvantaged pupils.
- To support pupils' mental health and wellbeing to better ensure that academic progress can be made.

In 2019, in light of guidance from The Education Endowment Foundation we took a longer-term view to our Pupil Premium Strategy. Our 2022/23 strategy sets out how the actions introduced in 2019/20 and developed in 2020/21 and 2021/22 will continue to progress in the current academic year 2022/23. This is a working document and will be revised and amended as necessary.

The overarching objectives for the 4 year plan are as follows:

- Increase oral language and reading development
- Improve number sense and fluency
- Improve emotional resilience and self-regulation
- Enhance cultural capital
- Improve attendance of PP pupils
- Improve access and engagement with home learning

Guiding principles of the strategy:

- -We ensure that teaching and learning opportunities meet the needs of all pupils.
- -We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes the needs of socially disadvantaged children.
- -In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- -We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- -Pupil Premium funding will be allocated based on need. Not all children receiving FSM will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower economic capital that is intrinsically linked to the level of pupils' cultural and social capital means disadvantaged pupils have differences in experiences compared to other pupils.
2	Reduced access to reading rich environments at home and outside of school experiences leading to fewer opportunities to develop oral language and reading development.

	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, these are evident from year 3 to year 6.
3	Assessments and observation indicates pupils' lack of confidence with calculation due to insecure number sense and fluency, generally more prevalent among our disadvantaged pupils.
4	Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation. Frequent behaviour difficulties with a core group of pupils. 19.6% of our PP pupils are receiving support with behaviour/self regulation. The % of PP pupils with an additional vulnerability (SEN, Traveller, Early Help) is 56% There are 52 pupils in the school who have 3+ needs on our vulnerability pyramids, and of these, 31 are PP which amounts to 59.6%.
5	Attendance data for PP pupils including FSM, Ever 6 and service for the academic year 2021/22 was 90.49% authorised. The current cohort of pupil premium pupils includes 8 travellers, 22 SEN support (2 EHCNAs; 9 SEN monitor and 3 cause for concern).
6	Home learning for some families is difficult due to lack of appropriate devices in the household (amount of siblings in a household). Parental engagement with home learning due to personal circumstances.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reduce inequalities by improving pupils' cultural capital	Pupils' exposure to culture and situations which they might not have previous experiences is enhanced.
Increase oral language and reading development	Pupils have access to books at home. Pupils' love of reading is enhanced through memorable experiences. Assessments indicate improved outcomes with reading among disadvantaged pupils, evidenced through engagement in lessons, book scrutiny, teacher KPI assessments and raised Nfer standardised scores.
Improve numbers sense and fluency	Pupils eligible for PP rapidly develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention diagnostics and maths age measured by Sandwell tests. Assessments indicate improved outcomes with maths among disadvantaged pupils, evidenced through engagement in lessons, book scrutiny, teacher KPI assessments and raised Nfer standardised scores.
Improve emotional resilience and self regulation	Learning mentor intervention evidence pupils make good progress in managing emotions and self-regulation. Fewer behaviour incidents reported. Time spent in nature increases the resilience of pupils, improving wellbeing and self-regulation. Outdoor learning increases engagement and learning behaviours within the classroom. Social and emotional skills are developed through participation in group activities and overnight residential stays.
Improve attendance of PP pupils	Attendance for PP children has returned to pre Covid figure 93%

Pupils have the resources available for home learning	The 'borrowing' system has ensured that every disadvantaged pupil has access to technology for home learning if required.
Disadvantaged pupils engagement with home learning is raised	PP lead monitors the home learning of disadvantaged pupils and engages with parents to address needs. Families have access to support with home learning through class teacher/PP lead support.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead alongside subject leads to identify where pre teaching/exposure to wider experiences can be planned to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.	<p>Continued from 2020/21- see impact from last year at the end of this document. At Southbourne Juniors we recognise that high attaining non-pupil premium students that do really well are able to articulate about lots of different things they've done, where they've been, what they've seen and what they understand from that. Unless our pupils are able to have those experiences and call on those terms of references about different places they have been they are more of a disadvantage because they are unable to talk or write about them. This does have an impact on our disadvantaged pupils and we want them to have those experiences too, if not at home then at school.</p> <p>There is a wide body of research supporting the importance of narrowing the gap that students may experience in understanding and benefiting from the standard school curriculum due to different levels of cultural awareness.</p>	1
Embed 'The Tipi'/forest school style provision into the curriculum, ensuring all pupils experience a wide range of opportunities in the outdoors.	<p>Continued from 2019. See impact so far from 2019/20 and 2020/21 strategies. This year we aim to embed the outdoor provision that incorporates the principles of a forest school style approach delivered from 'The Tipi'.</p> <p><i>'Children who don't connect with nature before the age of 12 are less likely as adults to connect with nature. They therefore lose out on the resilience nature provides when you are</i></p>	1 & 4

	<i>really stressed'. Dr William Bird, National Trust, Natural Childhood Report.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>School Led Tutoring</u></p> <ul style="list-style-type: none"> Little Wandle Rapid Catch-Up programme led by an experienced teacher, who is employed twice weekly. 	<p>Funding this year has been used to support a catch-up programme that provides a structured approach to the teaching of phonics and reading across the school. High quality reading provision is taught through: SSP Phonics as well as 1:1 reading using SSP material that focuses on decoding, prosody and comprehension. Following an initial assessment, 34 children were identified from across the school to receive catch up phonics and reading. Of these 34 children, 16 are PP children. Support is provided through two weekly sessions with the phonics teacher plus three reading sessions on a 1:1 basis. Additional PP funding has been allocated so that another set of Rapid Catch Up books could be purchased meaning that PP children will be able to share these books at home.</p> <p><i>EEF (+4)</i></p> <p><i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, targeting pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p>	3
<p><u>In school maths intervention programme</u></p> <ul style="list-style-type: none"> Breaking Barriers 1stClass@Number 2 Success@arithmetic: Number Sense Success@arithmetic: Calculation 	<p>The school employs an experienced teacher with a proven record of raising attainment to deliver Success@Calculation and the year 5/6 booster groups. The 1st Class@Number2, Numbersense and Breaking Barriers interventions used in the lower years are delivered by experienced teaching assistants- these members of staff renewed their training</p>	3

<ul style="list-style-type: none"> • Booster/catch up year 5 and 6 • Numberstacks 	<p>with the local area Every Child Counts training consultant in 2020-21.</p> <p>In the previous academic year, approximately 38% of pupils across the school accessed a maths intervention either for a full programme or for a short period to address individual needs. See PP strategies 2019/20, 2020/21 and 2021/22 for impact. 1st Class@Number2 was introduced in 2021, 100% of pupils who completed the programme accelerated their learning by at least 5 months. 50% of pupils who completed the programme made very strong progress: over a year in maths age.</p>	
<p>Nessy intervention (see SEN Action Plan 50% SEN-50% PP)</p>	<p>Excellent feedback on impact from pupils, staff and parents. Full membership purchased with 40 licences for Nessy Reading & Spelling and 20 licences for Nessy Fingers (touch typing). Progress evidenced in individual pupil progress data captured on Nessy. Pupils meeting target learning time during in school provision. New Year 3 pupils have been given touch typing licences initially, and will be baselined on Nessy once Little Wandle programme has been completed.</p>	<p>2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed laptop 'borrowing system' introduced last year to ensure pupils have access to technology for home learning.</p> <p>PP lead to gather data from class teachers half termly to provide timely support for families where pupils are not completing home learning.</p>	<p>During lockdown a number of our disadvantaged families reported difficulties with access to technology at home particularly where there is more than one child of school age (secondary siblings were often given priority access to the home computer/tablet). Due to the limited numbers of laptops available for remote learning, we invested in a set of chromebooks to support access to technology for our disadvantaged pupils. Later in the pandemic, our stock of laptops grew with the addition of the devices provided by the DFE's get help with technology programme.</p>	<p>6</p>
<p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum.</p> <p>Reinstate (due to Covid) a range of after school clubs to enhance disadvantaged pupils' access to enrichment</p>	<p>At Southbourne Juniors, learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.</p> <p><i>EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.</i></p>	<p>1</p>

opportunities that they may not ordinarily have access to outside of school.	2022/23 2 Year 3 PP pupils offered keyboard + 4 year tuition Resources for clubs funded from PP, class teachers to ensure disadvantaged pupils are well represented.	
Raising pupils' aspirations through the PSHE curriculum and through a project with University of Chichester student teachers.	<i>EEF Aspiration Interventions (low cost, lack of studies means that impact in months progress is not communicated). To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</i> Embed the raising aspirations year 5 PSHE topic 'What jobs would we like?' and University of Chichester trip- see impact from 2021/22 below.	1
Learning mentor-Nurture groups (part funded with SEN budget)	<i>Research from the EEF toolkit, shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average).SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK).</i> The growing need for disadvantaged pupils requiring 1:1 support provided by the learning mentor has risen significantly in recent years.	4
Specialist 1:1 therapeutic support as required 1:1 LSA to support a child with behaviour 100% funded from PP	A growing number of disadvantaged pupils with adverse childhood experiences that have a detrimental effect on their readiness to learn. There are also a significant number of families accessing Early Help. Currently, 19.6% of our PP pupils are receiving support with behaviour/self regulation (November 2022).	4
Use of support agencies to provide additional support to improve attendance of vulnerable families. Use of legal processes for penalty notices applied consistently and fairly.	Reduced school hours causes disadvantaged pupils to fall behind academically & socially as evidenced through school analysis. Termly pupil progress meetings- monitor impact on attainment of disadvantaged pupils Head teacher, PP lead and office will collaborate to ensure absence is swiftly followed up.	5

Total budgeted cost: £77,555

Part B: Review of outcomes in the previous academic year 2021-22

The impact that our pupil premium activity had on pupils in the 2019/20 and 2020/21 academic year is available in the Pupil Premium area of our website.

The information below details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. At Southbourne Juniors, impact is reported termly to ensure robust tracking of progress towards our aims.

Autumn 2021

The National Tutoring Programme

Route One: Tuition Partners

27 year 4 and 5 pupils are receiving a 6 week block of maths tuition delivered by Mrs Lee, targeting gaps in their understanding of key concepts with a focus on place value and calculation. Mrs Lee has collaborated closely with the class teachers throughout to ensure the sessions are bespoke to the group's needs (1:3 ratio) . Due to Covid sickness absence, the completion of this tuition is delayed to the end of January 2022- impact data to follow in spring.

A further 30 pupils (years 3-5) are benefitting from the FFT Lightning Squad reading catch up programme this term. Mrs Parkinson, meets regularly with the PP lead and class teachers to share progress. Although the tuition is meant for groups of 3 pupils, Mrs Parkinson has been seeing a small number of pupils on a one to one basis to meet their SEN needs. Again, due to sickness absence the programme end has been delayed to mid January.

Route three: School-Led Tutoring

It has recently been confirmed that the school will receive a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. Through this route we have the flexibility to use existing staff or external tutoring providers. With the completion of the above tutoring programmes nearing completion, we want to use the funding to move the provision towards providing additional support to pupils within the classroom, rather than withdrawing them for interventions. With this in mind, Mrs Parkinson has been approached to provide additional in class support 2 days per week, once the Lightning Squad programme is completed, working with identified pupils across years 3 and 4 in maths and English under the direction of the class teacher. In addition, we are also exploring the possibility of a block of after school tutoring in maths for targeted pupils in each year group led by the class teachers.

In school maths intervention programmes

A total of 57 pupils have been supported this term through one of our intervention programmes- Breaking Barriers, 1stClass@Number2, Number Sense, Success@Calculation, year 6 booster group. The first groups of year 4 pupils who have received 1stClass@Number2 are due to finish at Christmas. This will mean that year 3 pupils identified as not on track at autumn pupil progress meetings will be able to benefit from the programme in the new year. The completion of Number Sense is significantly delayed due to the year 5 Covid outbreak in the first half of the autumn term, this programme will now finish late spring term. Success@calculation is on track to finish at February half term, meaning that a new group of pupils will be able to access and complete the programme before the end of the academic year. The year 6 booster groups continue and will incorporate year 5 pupils later in the spring term.

Increase oral language and reading development/Improving Pupils' Cultural Capital

The year 4 teachers have incorporated Mrs Wordsmith into their English planning to address low levels of vocabulary which they have identified as a barrier for the majority of pupils. This need was also picked up during the in school autumn writing moderation.

Year 6 pupils enjoyed a much anticipated trip to the Mayflower Theatre in Southampton to watch the stage show of The Lion, the Witch and The Wardrobe- fully funded by pupil premium. There were a number of schools at the theatre and our pupils represented Southbourne Juniors

excellently. Earlier that morning, we had to address in class how there wouldn't be a screen, as many children thought it would be like watching a film so it was lovely to see how enthralled they all were watching the actors, special effects and clapping with such enthusiasm at the end of each act. Cultural capital was definitely enhanced for all! The disadvantaged children are excited to begin reading the third book, The Voyage of Dawn Treader when book club recommences in the spring term.

Further resourcing has taken place to embed 'The Tipi'/forest school style provision into the curriculum, ensuring all pupils experience a wide range of opportunities in the outdoors. Teachers are now using the Tipi Overview which was co produced in the summer term with pupils, to plan a range of progressive activities outdoors to enhance the curriculum. It has been lovely to see the pupils accessing the field in all weathers, with their wellies on, they have been enjoying the seasonal changes of autumn, collecting crab apples and sweeping up the leaves with branches! The year 5 pupils have been using their breaktimes to build an extraordinary leaf den, when warned by Miss Lowrey that it would likely blow down in strong winds, they proudly explained the internal stick structure they had created within which would prevent its collapse and it's still standing even through Storm Arwen!

Laptop borrowing system/engagement with homework

The laptop 'borrowing system' introduced in spring 2021 is now established. All FSM & Ever 6 pupils were offered a laptop loan in September, 16 pupils took up the offer of a loan. The PP lead has undertaken autumn monitoring to check the extent to which these pupils are engaging with weekly home learning tasks-10 pupils are consistently submitting homework. Class teachers have spoken to the remaining 6 pupils (3 who have submitted some tasks and 3 pupils who have not engaged at all), these parents have been reminded of the conditions of the loan with the offer of further technical assistance logging into their device where this has been raised as a reason for the non completion of work. The PP lead and class teachers are closely monitoring the engagement of these pupils.

Spring 2022

There has been an increase of 4 pupils from autumn 2021 to spring 2022 bringing the total number of Pupil Premium pupils to 44. In 2016 there were 17 PP pupils in total so this is a significant increase in a 5 year period.

The PP lead and governor have met to discuss progress towards the core objectives of the strategy (see minutes shared with governors). Attendance was discussed and the downward trend for PP pupils over the last 3 years (93% 2018 to 90% 2021), covid isolation and medical issues have been the main reasons for absence. The focus for the summer monitoring visit will consist of the PP lead sharing the 'Day in the life'/learning walk photographic evidence and pupil voice, capturing the full range of our provision for disadvantaged pupils.

The National Tutoring Programme

Route One: Tuition Partners

21 year 4 and 5 pupils received a 6 week block of maths tuition delivered by Mrs Lee, which ended in January 2022. The tuition focused on targeting gaps in pupils' understanding of key concepts with a focus on place value and calculation.

Of the 21 targeted pupils:

- 48% are on track to meet end of year expectations
- 43% have made steady progress maintaining the progress from summer 2021 baseline

- 52% have accelerated progress from summer 2021 baseline (teacher assessment and NFER autumn to spring)

FFT Lightning Squad

30 pupils, 20 of whom are in receipt of Pupil Premium, completed the Lightning Squad reading catch up programme (September 2021 to January 2022).

Overall, Mrs Parkinson (the tutor), class teachers and pupils found the programme provided the right level of challenge and pace to support pupils to 'catch up'. Mrs Parkinson was able to strike a good balance between the online programme and spelling games and activities which she used to supplement the work and address pupils' individual gaps.

Data as follows:

- 5 of the 30 pupils (all pupil premium) had previously been part of the initial summer programme but due to very low starting points the decision was taken for them to continue into the autumn. 100% of pupils who received the extended programme had met their target (established at baseline) when the catch up ended in January.
- Of the remaining 25 children, 28% of pupils had met their target (established at baseline) and 52% came within 15 points of their target by the end of the programme in January.
- 20% of pupils, all SEN, made less progress due to significantly lower starting points. Progress was evidenced in these pupils 'word count per minute' which improved by between 10 and 25 points over the course of the programme.. The greatest improvement was seen in their engagement and interest for reading, this group of pupils were particularly motivated by the virtual rewards which drew on a competitive element to work through the stories.

Since the conclusion of the Lightning Squad programme, Mrs Parkinson has been working with disadvantaged year 3 and 4 pupils within the classroom (2 days per week), providing targeted support under the direction of class teachers for reading, writing and maths.

Route three: School-Led Tutoring

This term 64 pupils across the school have received after school tutoring. There were 2 booster groups in each year group targeting working towards and cusp pupils delivered by the teachers and funded through School led tutoring route. 40% of pupils (26/64) of those targeted were in receipt of pupil premium. Summer data will be analysed to report on the impact of this extra provision.

In school maths intervention programmes

First Class@Number2

Progress data year 4 autumn group:

The programme ended in December, Mrs Buncle then left a 10 week gap before repeating the assessment to gain a more accurate picture of what the pupils had retained.

Comparing the pupils' baseline maths age average to the final assessment average:

100% of pupils made atleast 7 months progress

86% made more than expected progress accelerating there maths age by 1 year+

A second group of First Class@Number is now underway, these pupils are in year 3. The programme is due to be completed for this cohort later in the second half of the summer term.

Success@Arithmetic: Number Sense & Calculation

These groups of year 4 and 5 pupils have completed the programmes and are now working on revision of the steps they were less secure with during their sessions with Mrs German and Mrs Turner. The Sandwell test will be repeated after Easter to provide a progress measure.

Times Tables Rockstars Club

The maths lead offered TTRS club to all year 3 and 4 pupils. 20 places were originally planned for but increased to 30 due to demand. 23% of these pupils were disadvantaged. Together with the 40% of disadvantaged pupils who took part in the after school tutoring clubs (see above, School Led Tutoring), a total of 63% of all disadvantaged pupils accessed a maths after school club this year which exceeds the target set out by the maths lead at the start of the year of 50%.

Increase oral language and reading development/Improving Pupils' Cultural Capital

The PP lead led staff training with teachers and teaching assistants to identify where pre teaching/exposure to wider experiences could be planned in advance to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.

Year 3 and 6 selected high quality non fiction books with a focus on the geography or history theme for the following half term, as well as maths and English 'workbooks' to further enhance home learning. Year 4 and 5 teachers chose a more individual approach, having spoken with each child and identifying gaps in pupils' access to resources at home. This led to a range of materials being purchased such as levelled book sets and texts from favourite authors for children to create their own bookshelf at home and personal dictionaries and thesauruses to aid homework.

All resources were hand delivered to parents with teachers explaining that the texts were to be shared at home during the school holiday, so that pupils could return to school with some prior knowledge of the content due to be taught in class. The aim is that this approach will ensure that some of our disadvantaged pupils are able to draw on greater terms of reference during learning in the classroom, enabling them to articulate more about what they have experienced.

Summer 2022

The PP lead, together with staff, gathered 'Day in the life' photo evidence to capture a snapshot of the wide range of provision in place to enhance cultural capital for disadvantaged and all pupils. A photo gallery and pupil voice quotes were shared with staff and governors, demonstrating the amount and variety of support going on in a typical week at Southbourne Juniors.

The National Tutoring Programme

Route three: School-Led Tutoring

46 pupils received specific school led tutoring of 15 hours per pupil (25 were PP). The impact was as follows:

Year 3: (6 pupils, all PP) 50% of pupils receiving the programme met EXS; 67% of those who did not meet EXS improved on their Spring NFER SS; 50% of PP pupils on the programme met EXS; 1 child (also PP) did not access the test - reduced timetable

Year 4: (3 pupils, all PP) 0 pupils receiving the programme met EXS however all pupils improved on their spring NFER SS

Year 5: (17 pupils, 9 PP) 41% of pupils receiving the programme met EXS; 90% of those who did not meet EXS improved on their Spring NFER SS; 56% of PP on the programme met EXS

Year 6: (20 pupils, 7 PP) 80% of pupils receiving the programme met EXS; 100% of those who did not meet EXS improved on their Spring NFER SS; 71% of PP on the programme met EXS

65 pupils that were identified as requiring maths catch up work received school-led tutoring in after school clubs delivered by the class teachers. The pupils either had been identified as having gaps in their learning, fallen behind or had very little or no engagement during lockdown. Not all pupils attended every session. Of these pupils:

Year 3: 21% (3/14 pupils) met EXS

Year 4: 19% (3/16 pupils) met EXS

Year 5: 40% (9/15 pupils) met EXS

Year 6: 85% (17/20 pupils) met EXS

Whole school: 49% (32 pupils) met EXS

In school maths intervention programmes impact

First Class@Number2

78% of pupils who began the programme completed it. 2 pupils did not complete it: 1 left the school and another is on a reduced timetable.

100% of pupils who completed the programme accelerated their learning by at least 5 months.

50% of pupils who completed the programme made strong progress: over a year in maths age.

Success@Arithmetic Programmes

Both programmes ended in April, there was an 8 week gap before assessing again to gain a more accurate picture of what the pupils had retained.

Number Sense Year 4

100% of pupils accelerated their maths age by at least 10 months.

56% of pupils made strong progress- from baseline to end of programme growth of + 1year in maths age.

1 traveller pupil was absent at the time of the final assessment so is not included in the above figures.

Success@Calculation Year 5

Comparing the pupils' baseline maths age average taken in September 2021 to the final assessment average May 2022:

100% of pupils accelerated their maths age by at least 1 year.

85% of pupils made strong progress with +1 year from baseline to end of programme growth in maths age.

Raising aspirations project

The year 5 school trip to University of Chichester took place with all year 5 pupils attending and the cost of the train tickets funded by pupil premium. The trip was the culmination of the creativity project by two final year student teachers and overseen by the PSHE lead, focused on raising the aspirations of our pupils, particularly disadvantaged. The children enjoyed a tour of the campus and courses in action, as well as a workshop investigating all the jobs involved in the production of different everyday items.

The student teachers also produced a short film aimed at primary pupils about the university which they watched in school- as the film has been produced especially for us, we will be able to use this bespoke resource for future year 5 and 6 pupils to support the teaching of the 'What jobs would we like?' PSHE unit.

The teachers and pupils gave very positive feedback about the trip, with one pupil going home and writing up a review of the day unprompted- this was shared with parents through the summer

School Council newsletter. The student teachers were asked to ensure the project was sustainable and with the video, university contact and model to repeat the trip again, we are really happy that this has been achieved.

SATs results for pupil premium pupils at the end of 2021/22 was as follows:

	Reading	Writing	Maths
Year 6	63%	38%	50%

There is no significant change in the end of key stage 2 data for pupils at Southbourne Juniors eligible for pupil premium compared to the 2019 pre Covid data which was as follows: Reading 57%, Writing 43%, Maths 43%. However, the number of eligible pupils in year 6 has risen significantly in the last 3 years, from 3 pupils in 2019, compared to 10 pupils in 2022.

The end of year data, individual assessment data and intervention data has been used to redirect resources to groups of pupils as appropriate.

Overall attendance for pupil premium pupils in 2021/22

Autumn 2021 92.67% 46 pupils compared to 94.99 whole school 188

Spring 2022 89.40% 50 pupils compared to 93.64 whole school (184 pupils)

Summer 2022 89.40% 51 pupils compared to 95.49 whole school (182 pupils)

2021-22 whole school average for pupil premium pupils was 90.49% compared with a whole school average of 94%.

There is a slight downward trend compared to pre Covid figures, 93% overall attendance for PP pupils in 2018-19 and 90% in 2020-21. It should also be noted that in summer 2019 there were 26 eligible pupils compared to 45 in summer 2022.

The long-term impact of Covid-19 is a significant contributing factor to the above outcomes. School closure was most detrimental to our disadvantaged pupils, as evidenced by schools across the country. Our assessments and observations indicated that readiness for the formal classroom learning setting, behaviour and wellbeing had particularly affected those pupils for whom home learning was difficult and parental engagement reduced due to personal circumstances, as well as our youngest pupils who had their early schooling interrupted. During this time, these pupils were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our strong focus on continuing to deliver the full curriculum and high quality remote learning through Google Classroom, which included intervention staff uploading pre-recorded videos of the programmes they would ordinarily deliver in school.

As outlined in this long term plan, we continue to use pupil premium funding to provide wellbeing support and enhance cultural capital for all pupils, while providing high quality targeted interventions to address pupils academic gaps in the fundamentals of reading, writing and maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lightning Squad (reading catch up)	FFT

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils had access to the full range of support as outlined in our pupil premium strategy- emotional wellbeing support through the learning mentor as well as targeted academic interventions as appropriate. Clubs, trips and residential were also subsidised based on individual family need.
What was the impact of that spending on service pupil premium eligible pupils?	Of the 6 pupils eligible for the service premium, 100% met the end of year expectations in reading, 100% in writing and 83 % maths.

Further information (optional)

Additional activity

Our pupil premium strategy will be enhanced by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding metacognition into planning and teaching to enhance pupils' metacognitive knowledge and strategies to self-regulate learning. EEF evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged pupils.
- Reinstating a wide range of enrichment activities including after school clubs to raise pupils aspirations and cultural capital post Covid. Disadvantaged pupils will be encouraged and supported to participate.
- Assistant head teacher undertaking the Senior Mental Health Leader course. This will involve writing and implementing a mental health plan to promote wellbeing within the school.